

# Literacy

# PERKS

Aligned Curriculum

Multiple Assessment

Instruction & Intervention

Literate Environment

Partnerships

Professional Development

Literacy Team

Valuable Resources

Literacy Plan

includes reading, writing, and the creative and analytical acts involved in producing and comprehending text.



# Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

## Literate Environment

## PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

- **Defining Literacy** - Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. --from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002
- **Using Literacy PERKS** - Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).
- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I - Implementation & Impact Check Plans CI - Curriculum and Instruction Documents OB - Classroom &/or Laboratory Observation PO - Supply Requisitions & Purchase Orders CP-Sch./Dist. Comprehensive Improvement Plan TI - Textbook and Other Instructional Materials	INT- <b>PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview DPT - Departmental Meeting Notes, Minutes, Agendas IEP, <b>504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans SE - <b>Student Evaluations of Teachers and Course</b>	PORT - Portfolio Analysis CATS - Assessment Results SW - Student Work SYL - Course Syllabi WEB - School Websites LP - Lesson Plans PSP - Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
- **Connecting to Kentucky Documents** - The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

<b>ESSENTIAL ELEMENTS</b> of Comprehensive Schoolwide Literacy Programs	<b>STANDARDS</b>  Standards and Indicators for School Improvement	<b>CONDITIONS FOR READING SUCCESS</b> Read to Succeed: <i>Kentucky's Literacy Plan</i>
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<b>Aligned Curriculum</b>	<b>ACADEMIC PERFORMANCE</b>  Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content-area reading instruction in all academic areas (#3).
<b>Multiple Assessments</b>	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
<b>Instruction and Targeted Intervention</b>	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
<b>Literate Environment</b>	<b>LEARNING ENVIRONMENT</b>  Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
<b>School/ Family/Community Partnerships</b>	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).

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<b>Professional Development</b>	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well-prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).
<b>Literacy Team</b>	<b>EFFICIENCY</b>  Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
<b>Valuable Resources</b>	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
<b>Literacy Plan</b>	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

## Literacy PERKS : LITERATE ENVIRONMENT

<b>SISI Standard 4 – School Culture:</b> The school/district functions as an effective learning community and supports a climate conducive to performance excellence. While <i>Literate Environment</i> relates to SISI Standard 4, the indicators below <b>do not</b> correspond directly to the SISI indicators.	<b>Conditions for Reading Success #4:</b> Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life.
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LITERATE ENVIRONMENT Indicators <i>Provide data that indicate the extent to which . . .</i>	SCHOOL DATA SOURCES	RESOURCES
4.1 all teachers value reading and writing as tools to help students understand the content.		Organizational Support  Henry Clay High School  Interviews: Lewis County Other Resources
4.2 all teachers demonstrate how their work supports the schoolwide program.		 Read to Learn  Henry Clay High School  Interviews: Lewis County
4.3 all stakeholders take responsibility for improving the literacy performance of students.		Organizational Support  For Mothers and Daughters Only  Ride to Read  Interviews: Lewis County Other Resources
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ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS  Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: <i>Kentucky's Literacy Plan</i>
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4.4 the environment is inviting and visually stimulating.		<a href="#">Beyond Level Books</a>
4.5 informal conversations about literacy experiences occur regularly between adults and students and students and students.		
4.6 the Library Media Center is the center of literacy efforts, reflecting literacy as a priority in the school through various activities (e.g. student readings, posting of student work, book clubs, book fairs).		<a href="#">Simple Things to Help Children Read</a>  <a href="#">How to Read Poems Aloud</a>
4.7 schools provide parents with training on reading aloud to their children and lists of age-appropriate books to read aloud.		<a href="#">Read Aloud</a>  <a href="#">Simple Things to Help Children Read</a>  <a href="#">Other Resources</a>

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[illegible]

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